Romoland School District
Boulder Ridge Elementary
2021–2022 School Accountability Report Card

SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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SUPERINTENDENT
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DISTRICT INFORMATION
Romoland School District
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BOARD OF EDUCATION
Manuel Aguirre
Christopher Clark
Cynthia Navarro
Cinda Sarian
David Sperry

DISTRICT ADMINISTRATION
Trevor Painton
Superintendent
Michelle Wise, Ph.D.
Assistant Superintendent
Karen Owen
Chief Business Official
Mr. John Murray
Chief Personnel Officer
Vince Butler
Chief Technology Officer

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
SUPERINTENDENT'S MESSAGE
The School Accountability Report Card provides parents and the community important information regarding Romoland School District's instructional programs and materials, academic achievement, facilities, and staff. This information is presented each year in individual reports prepared by each school.

The Romoland School District Mission Statement calls upon each of us to serve, challenge, and inspire "all students to achieve academic excellence, build character, and pursue lifelong learning." Romoland School District continues its commitment to this mission, preparing students for the rigor of high school academics and beyond. We are diligent in our efforts to build upon the strengths inherent in every student while supporting individual learning needs so that all students may reach new heights.

The district recognizes in today's challenging economy that we must maintain fiscal solvency and work with our community partners in order to provide rigorous, well rounded academic learning opportunities to students in quality, equitable school facilities. These are our Romoland School District goals; and we are pleased to partner with the community to serve, challenge, and inspire the future.

MISSION STATEMENT
Romoland School District serves, challenges, and inspires all students to achieve academic excellence, build character, and pursue lifelong learning.

VISION STATEMENT
Through fiscal solvency, Romoland School District will offer our students a rich and rigorous academic foundation.

CORE VALUES
We provide each student with knowledge and experience to become a capable, responsible citizen in a diverse society.
We celebrate each other's achievements, support each other through collaboration, and hold each other accountable.
We act with personal integrity and treat everyone with fairness, equality, and dignity.
We collaborate with the community in a courteous and professional manner.
We maintain clean, functional, and safe campuses that promote a sense of pride.

GOALS
Romoland School District is committed to educational equity by prioritizing a whole-child focus with the following goals:
Goal #1: Provide students with a rigorous and enriched academic foundation focused on personalized learning to meet the demands of college and career readiness
Goal #2: Provide safe, engaging, and enriched learning environments that support the culturally diverse, social-emotional, and physical development needs of each and every student
Goal #3: Provide physically safe and well-maintained facilities that support the health and safety of all students
Goal #4: Maintain fiscal solvency

SCHOOL PROFILE
Romoland School District is located in Menifee, California, a city in Riverside County. The District currently serves approximately 4,600 students and consists of a preschool program, four elementary schools, one middle school, and one K-8 school.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	49.2
Male	50.8
Non-Binary	
American Indian or Alaska Native	0.3
Asian	1.4
Black or African American	6.2
Filipino	2.1
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.1
White	17.3
Two or More Races	3.6
EL Students	9.1
Foster Youth	1
Homeless	0.4
Military	
Socioeconomically Disadvantaged	68.2
Migrant Education	
Students with Disabilities	12.8

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	124
1st	128
2nd	124
3rd	108
4th	117
5th	128
6th	0
Total	729

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.0	100.0	172.6	94.5	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.0	1.6	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	4.8	2.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.2	0.1	12,115.8	4.4
Unknown	0.0	0.0	2.0	1.1	18,854.3	6.9
Total Teaching Positions	29.0	100.0	182.7	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

Class Assignments		
	2020-21	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/10/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Classroom 46: Ceiling tile appears wet.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Fair	Classroom 4, Classroom 20, Computer 25, Classroom 39: One light out. Multipurpose Room: Two lights out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Classroom 8, Classroom 29, Girls Restroom by Room 4: Faucet Leaking.
SAFETY: Fire Safety, Hazardous Materials	Good	Locker Room/ Storage 11: No Fire Extinguisher.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: Playground needs repair. Classroom 29: Door hinge needs repair. Classroom 46: Door lock needs to be looked at.

SCHOOL FACILITIES

Boulder Ridge School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 2005 and sit on 13 acres of land. School buildings span 50,000 square feet and consist of 38 permanent classrooms. The campus also features a wide array of recreational and sports areas. The facility strongly supports teaching and learning through its ample classroom and playground space.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Boulder Ridge School has custodian staff to provide janitorial and maintenance services on campus. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

Romoland Elementary School District held a public hearing on September 26, 2022 and determined that each school within the district had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-5th / Course: Reading & Language Arts / Publisher: McGraw-Hill / Adopted: 2017 Grades: K-5th / Course: Language Arts Interventions / Publisher: McGraw-Hill / Adopted: 2017 Grades: K-5th / Course: ELD / Publisher: McGraw-Hill / Adopted: 2017	Yes Yes Yes	0.00% 0.00% 0.00%
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adopted: 2022 Grades: 4th-5th / Course: Math Interventions / Publisher: Houghton Mifflin Harcourt / Adopted: 2022	Yes Yes	0.00% 0.00%
History / Social Science	Grades: K-5th / Course: Social Science & History / Publisher: Houghton Mifflin / Adopted: 2007	Yes	0.00%
Science	Grades: K-5th / Course: Science / Publisher: Houghton Mifflin / Adopted: 2007	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	42	37	47
Mathematics (Grades 3-8 and 11)	28	23	33
Science (Grades 5, 8, and 10)	18	17	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	376	368	97.87	2.13	41.69
Male	183	177	96.72	3.28	37.85
Female	193	191	98.96	1.04	45.26
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	47.06
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	251	244	97.21	2.79	36.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	64	64	100.00	0.00	50.00
Two or More Races	11	10	90.91	9.09	--
EL Students	35	34	97.14	2.86	14.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	30	96.77	3.23	50.00
Socioeconomically Disadvantaged	251	246	98.01	1.99	36.73
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	49	46	93.88	6.12	15.22

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	377	369	97.88	2.12	28.46
Male	183	177	96.72	3.28	31.07
Female	194	192	98.97	1.03	26.04
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	29.41
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	252	245	97.22	2.78	24.49
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	64	64	100.00	0.00	40.63
Two or More Races	11	10	90.91	9.09	--
EL Students	35	34	97.14	2.86	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	31	100.00	0.00	32.26
Socioeconomically Disadvantaged	251	246	98.01	1.99	28.05
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	49	47	95.92	4.08	14.89

Assessment Results by Student Group - Science

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	133	128	96.24	3.76	17.97
Male	72	69	95.83	4.17	18.84
Female	61	59	96.72	3.28	16.95
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	90	86	95.56	4.44	13.95
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	18	18	100.00	0.00	44.44
Two or More Races	--	--	--	--	--
EL Students	12	12	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	87	83	95.40	4.60	15.66
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	22	20	90.91	9.09	5.00

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	98	98	98	98	98

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)			
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	851	811	321	39.6
Female	416	395	158	40
Male	435	416	163	39.2
Non-Binary				
American Indian or Alaska Native	2	2	0	0
Asian	12	10	3	30
Black or African American	62	59	11	18.6
Filipino	17	16	3	18.8
Hispanic or Latino	587	561	239	42.6
Native Hawaiian or Pacific Islander	2	2	2	100
White	137	132	52	39.4
Two or More Races	32	29	11	37.9
EL Students	82	78	35	44.9
Foster Youth	16	13	3	23.1
Homeless	7	5	2	40
Military				
Socioeconomically Disadvantaged	590	562	240	42.7
Migrant Education	0	0	0	0
Students with Disabilities	132	130	62	47.7

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Parents and community members assist in the support of the educational process through participation in school events, activities, and leadership groups. At Boulder Ridge Elementary School, parents may get involved through the School Site Council, Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC) or volunteering in the classroom. Our School Site Council (SSC) consists of ten members: parents, classified, and certificated staff. The purpose of the SSC is to develop and monitor our school plan and the monies associated with that plan. The purpose of the PTA is to support the regular school program by sponsoring activities that assist the parents and students in being better connected to each other and therefore better prepared for the challenges of school. Boulder Ridge also offers monthly opportunities for parents, guardians, or community members to engage with the administration and counseling staff through monthly meetings called "Pizza with the Principal". These meetings allow parents and guardians an opportunity to hear frequent updates from the administration on a wide range of topics. The meetings also allow for all stakeholders to be heard and have their questions answered during the meeting. Additionally, the School lighthouse team presents monthly parenting information/ educational nights to all stakeholders. The school also hosts Parent Institute for Quality Education (PIQE) courses for parents.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
The safety of students and staff is a primary concern of Romoland School District.
Many people visit the school campus to volunteer in the classroom and participate in school events. Parents/guardians and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.
The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents/guardians, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted monthly and earthquake/disaster drills are conducted quarterly during the school year.
During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.
The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in November 2022. An updated copy of the plan is available to the public at the school office.

SUSPENSIONS AND EXPULSIONS
The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.67	0	0.71	0	0	0
District	1.5	0.05	3.2	0.02	0	0.13
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.71	0
Female	0	0
Male	1.38	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.34	0
Native Hawaiian or Pacific Islander	0	0
White	2.19	0
Two or More Races	3.13	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.68	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Romoland, Sun City, and other Riverside County libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
The district has a districtwide professional learning plan to ensure that all staff have access to ongoing and timely professional learning. Every year, the district provides professional development opportunities for all staff. Classified and certificated staff members are offered a broad-based variety of professional growth opportunities in technology tools, curriculum development, and instructional strategies during these professional development sessions. All schools develop a professional learning plan to meet the needs of their individual school site and school initiatives. Each Wednesday is designated as a modified day throughout the school year. These days are used for professional development in site-specific areas of need and teacher/grade level data analysis and lesson design. In addition to district scheduled professional development opportunities, classified and certificated staff members build skills through participation in conferences and workshops. Additionally, each site has a dedicated instructional coach to further assist with the individualized and collective professional learning needs of the staff at each site.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	1 : 729

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES
It is the goal of Boulder Ridge Elementary to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement needs, difficulty coping with personal and family issues, trouble with decision-making, or handling peer pressure. The principal coordinates the counseling and support services at Boulder Ridge Elementary School. The school uses a Multi-tiered system of support (MTSS) approach that included opportunities for all students to receive counseling and therapy as needed.
Boulder Ridge Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	27	16	24		4	3	5	4	2	1		1
1st	21	36	26	2			3	3	5		1	
2nd	23	18	25		6		5		5			
3rd	27	23	22		3	1	4	2	4			
4th	30	21	29		3		4	2	4			
5th	25	23	32		1		4	4	4			
6th												
Other												

DISTRICT REVENUE SOURCES
In addition to general state funding, Romoland School District received state and federal funding for the following categorical, special education and support programs:
- Local Control Funding Formula
- Title I
- Title II
- Title III (Immigrant and EL)
- Special Education
- Head Start and Early Head Start
- After School Education and Safety
- MediCal
- California Clean Energy
- Lottery (Instructional materials)
- TUPE

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 7,406
School: From Supplemental/Restricted Sources	$ 1,105
School: From Basic/Unrestricted Sources	$ 6,301
District: From Basic/Unrestricted Sources	$ 7,505
Percentage of Variation between School & District	-16.04 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	-4.44 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information	District	State
Beginning Teachers	$ 53,258	$ 51,591
Mid-Range Teachers	$ 86,887	$ 79,620
Highest Teachers	$ 112,070	$ 104,866
Elementary School Principals	$ 132,946	$ 131,473
Middle School Principals	$ 137,733	$ 135,064
High School Principals	$ 0	$ 137,679
Superintendent	$ 213,301	$ 205,661
Teacher Salaries	36 %	33 %
Administrative Salaries	6 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 86,657
District	$ 90,139
Percentage of Variation between School & District	-3.86 %
All Similar School Districts	$ 84,612
Percentage of Variation between School & State	2.42 %